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ABSTRACT

Part of the PATHWAYS Curriculum, the teacher's guide for the Pre-GED (General Educational Development) Level III writing skills student workbook provides a concise explanation of each skill, suggested teaching strategies, answers to the writing exercises, and a list of supplementary commercial materials for each of the lessons presented. Over 40 lessons are grouped under the following topics: (1) correct usage of parts of speech; (2) sentence structure; (3) paragraph development; (4) punctuation; and (5) capitalization. The guide presents detailed, step-by-step instructions for implementing the suggested strategies, which may be used for individual and/or group instructional settings. The preface of the guide also describes in detail the components of the culture-based GED preparatory reading and writing curriculum for American Indian adult education students. (ERB)

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PATHWAYS

An Adult Pre-GED Writing Skills Workbook

Level III

Teacher's Guide

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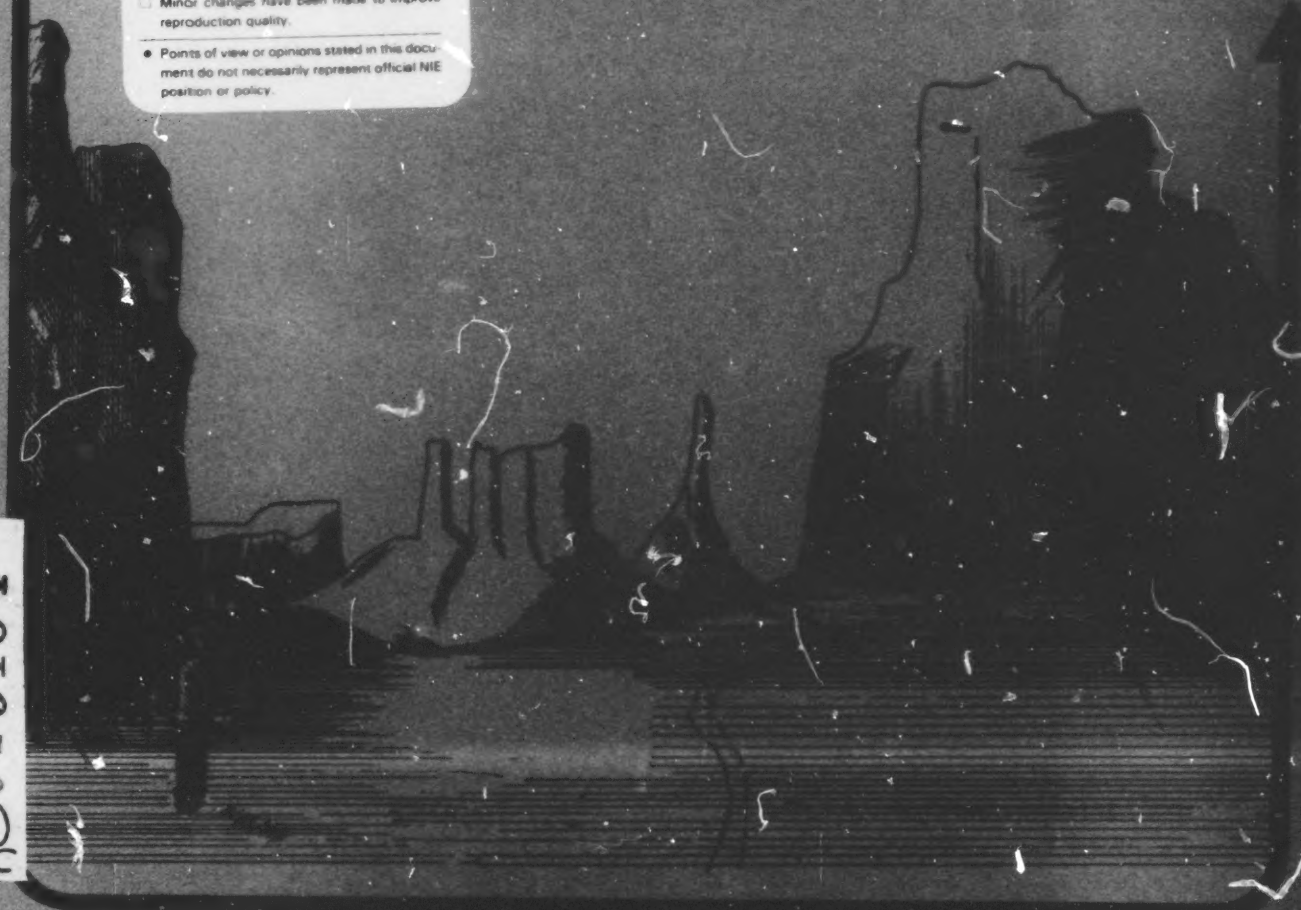

RC015184

PATHWAYS

AN ADULT PRE-GED WRITING SKILLS WORKBOOK
Level III

TEACHER'S GUIDE

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PREFACE

TO THE TEACHER

This guide is part of a culture-based GED preparatory reading and writing curriculum for adult education students. Based on skill area analysis of the simulated GED examination, all skills needed to pass the reading and writing sections of the GED (General Educational Development) exam have been compiled into the sequential, systematic program of study this curriculum encompasses.

In addition to providing a sequential, systematic approach to adult education instruction, the curriculum is unique in that it is completely culture-based. Utilizing Southwestern Indian myths, legends, poems, history, and information on religious beliefs, architecture, fine arts, music, dance, and social practices, the student workbooks present well-researched, accurate information about the rich heritage of Indian cultures of the Southwest. It is thus hoped not only that the workbooks will provide a welcome alternative to the too-often dry material found in commercial texts but also that the student's task of assimilating standard GED concepts and skills will be made both easier and more enjoyable.

The workbooks emphasize student-generated writing. This emphasis is achieved in two ways: the student is asked to write brief, one-sentence answers to questions in the exercises, and the student is given instruction and practice in composing short narratives as well as paragraphs. The reason for this is two-fold. First, traditionally, literacy programs for adult education students have focused on the teaching of reading and spoken English; the teaching of written composition, unfortunately, has received little or no emphasis. Second, although the GED exam, at present, assesses the student's mastery of the mechanics

of writing rather than his/her ability to compose a sentence, paragraph, or essay on a given topic, it is the bias of this author that the ability to do so is essential. Good composition skills are necessary in real-life situations ranging from having to write a letter to a landlord to completing an assigned task of composing a brief letter for an employer. The student who demonstrates writing proficiency not only will be a promising candidate for employment but also will be likely to advance more rapidly, once hired, than will the student who lacks the ability to express himself or herself in writing.

The curriculum consists of a continuum of skills, six student workbooks including unit tests, and six accompanying teacher's guides. The curriculum may be used either for individualized or group instruction. Each of the components is described below.

CONTINUUM OF SKILLS

The Continuum of Basic Reading and Writing Skills contains a scope and sequence of reading and writing skills for grade levels three (3) through eight (8). It identifies those skills which should be introduced at each grade level (3-8), and it indicates the order in which each skill should be presented. The determination of the scope (how many and what kind) and sequence (in what order) of skills in the Continuum is based not only on the GED requisites but also on extensive research of successful adult education and developmental English programs.

The purpose of the Continuum is to provide a suprastructure for an instructor or administrator who wishes to develop a total ABE/Pre-GED reading and writing skills curriculum for grade levels three (3) through eight (8). Although it is designed to be used with the corresponding student workbooks and teacher's guides, the Continuum may also be used independently of them to serve as a guide for structuring an ABE/Pre-GED program, using other available materials.

STUDENT WORKBOOKS

There are six student workbooks, three each in reading and writing. The workbooks and their corresponding grade levels are listed below.

	Reading Workbooks	
Pre-GED Level I	6th grade	Readability = 5.7 - 6.9
Pre-GED Level II	7th grade	Readability = 6.5 - 7.9
Pre-GED Level III	8th grade	Readability = 7.5 - 9.0
	Writing Workbooks	
Pre-GED Level I	6th grade	Readability = 5.7 - 6.9
Pre-GED Level II	7th grade	Readability = 6.5 - 7.9
Pre-GED Level III	8th grade	Readability = 7.5 - 9.0

Readability formulas have been applied to all selections to ensure the appropriate level of difficulty.

The organization of both the reading and the writing workbooks is the same. The workbooks observe the scope and sequence detailed in the Continuum for grade levels 6, 7, and 8.

In some instances individual skills listed in the Continuum do not appear in the student workbooks. In an attempt to control the scope of the workbooks, certain skills of secondary importance to the acquisition of a GED have been omitted. The coding of skills in the workbooks, however, remains consistent with that of skills listed in the Continuum.

Each lesson instructs a skill. The lesson begins with an information presentation section wherein the particular skill or concept is explained to the student and examples are provided. Next, exercises requiring application of the skill or concept presented are provided for the student. The items in each exercise are written in multiples of four (4, 8, 12, 16, 20, etc.), thus enabling the teacher to use a consistent criterion for measuring mastery of a given skill. (The

author recommends that a student should receive a score of at least 75% on each lesson before proceeding. If additional reinforcement of a skill is needed, the teacher should refer to the supplemental materials list in the teacher's guide.)

All related, individual skills are presented in the workbooks in units. For example, in the reading workbooks all of the individual skills used in comprehension *(i.e., main idea, cause and effect, sequence, etc.)* are contained in a unit called "Comprehension." Likewise, in the writing workbooks individual skills required for mastery of grammar *(i.e., noun, verb, adjective, adverb, pronoun, etc.)* are contained in a unit called "Parts of Speech." Individual lessons in a unit should be completed in sequence, since the later lessons are based on concepts presented in previous lessons.

At the end of each unit, a unit test has been included in the student workbook to enable the teacher to measure the student's mastery of the skills contained in the unit.

At the end of each student workbook is provided a glossary which includes all literary, grammatical, and technical terms used in that workbook. The glossary is designed, primarily, to bring to a student's mind a forgotten definition or to clarify a difficult term. For further explanation, the student should, of course, consult the appropriate section of the workbook.

TEACHER'S GUIDES

A comprehensive teacher's guide accompanies each student workbook. It is the author's belief that adult education instructors will more effectively teach any and all reading and writing skills if specific teaching methods and materials are available. Therefore, for each skill, the teacher's guide contains a concise explanation of the skill, suggested teaching strategies, answers, and a list of available

commercial materials (specific pages cited) which may be used to supplement the exercises in the workbook.

The need for specialized methods of instruction in adult education is widely acknowledged. The teaching strategies recommended in this guide observe accepted practices for instructing adults *(i.e., aural-oral, oral-to-written, verbal, and other second-language approaches)*. Further, recognizing the possibility that some adult education instructors and aides may not have received formal training in teaching methodology, the guide presents detailed, step-by-step instructions for implementing the suggested strategies. Instructional strategies for use of the materials in both an individualized and a group instructional setting are presented.

Also, for each skill the guide contains a list of supplemental materials with specific page numbers cited. The materials suggested may be used to provide additional reinforcement, if needed. This list is not exhaustive; additional materials may be added according to individual program needs.

Program directors and teachers should refer to the Implementation Handbook for further information on the use and implementation of the curriculum. The Implementation Handbook contains sections on Understanding the Native American Learner (includes learning styles); Overview of Curriculum Components; Diagnoses, Evaluation, and Placement; Effective Teaching; Classroom Management; and Recordkeeping (includes student tracking charts).

A final note: Because of traditional Navajo beliefs, Coyote stories are told only during the winter months. In recognition of this cultural restriction, the instructor may wish to excuse the Navajo student from those lessons containing Coyote stories except during these months.

KEY TO SUPPLEMENTAL MATERIALS

BBSR	Building Basic Skills in Reading, Contemporary Books, Inc.
BBSW	Building Basic Skills in Writing, Contemporary Books, Inc.
BL-SSS	Specific Skills Series, Barnell-Loft, Ltd.
BSG	Basic Skills in Grammar, Cambridge Book Co.
Coping 4	Coping 4, How to Get a Job, Perfection Form Co.
EE	English Essentials, Steck Vaughn Co.
EG-KET	English Grammar, Kentucky Educational Television Study Guide, (Writing Skills), Cambridge Book Co.
EW	Everyday Writing
FPP	From Pictures to Passages, Contemporary Books, Inc.
GED-SB:DWS	GED Scorebooster, Developing Writing Skills, GED Test Preparation Series, Steck Vaughn Co.
IE (Cam IE)	Introduction to English, Pre-GED, Cambridge Book Co.
IYV	Increase Your Vocabulary, Cambridge Book Co.
LDL	Language in Daily Living, Steck Vaughn Co.
LE	Language Exercises, Steck Vaughn Co.
LOL	Learning Our Language, Steck Vaughn Co.
PGLS	Pre-GED Language Skills, Cambridge Book Co.
PGRS	Pre-GED Reading Skills, Cambridge Book Co.
PGW	Pre-GED Writing Skills, McGraw-Hill Book Co.
REW	Regents English Workbook, Regents Publishing Company, Inc.
RFC (RC)	Reading for Comprehension, Cambridge Book Co.
SF	Culture, People, Messages, Coping, Scott, Foresman & Co.
SIL	Skills in Language, Cambridge Book Co.
SIR	Skills in Reading, Skill Power Series, Cambridge Book Co.
Spelling	Spelling, Cambridge Book Co.
SPS (CSPS)	Skill Power Series, Cambridge Book Co.
SVR	Adult Reading Series, A Sequential Program (2200-2600), Steck Vaughn Co.
SES	The New Streamlined English Series, New Readers Press

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UNIT I

I. PARTS OF SPEECH

A.1. Noun functions

Nouns used as subjects are usually the "doers" of the action; they normally (but not always, especially in questions) come before the verb. Nouns used as objects receive the action of the verb (Jack petted the dog--who or what was petted by Jack?). Nouns used as indirect objects tell to whom or for whom the action received by the direct object was done. (Jack gave John the dog.) Nouns used as object of the preposition are nouns which complete the brief phrase begun with the preposition.

TEACHING SUGGESTIONS:

1. Give students brief sentences with blanks for nouns in the positions of subject, direct object, indirect object, object of preposition. Students are to supply nouns. Keep sentences simple. This is a review. preliminary to the students' working of the exercises.

   Ex: _____ found the missing earring. (subj)

   Jim lost the _____. (direct object)

   Barbara gave _____ a hand-made doll. (indirect object)

   Barbara gave Tina a turquoise stone for her _____. (object of preposition)

2. Remind students that sometimes students confuse the noun that is object of a preposition with the noun used as subject. To prevent this, if there are nouns that come before the verb, tell students to look back two or three words in the sentence to determine whether the noun in question is the subject or is the object of a preposition.

   Ex: Six of the feathers were used in the Snake Dance.
   subj. obj. of prep.

3. If students have trouble indentifying indirect objects, remind them that indirect objects can only occur in sentences which have direct objects. Also, the indirect object will always come between the verb and the direct object. Give students sample sentences with blanks where the direct and indirect objects would go. This may be done orally.

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I.A.1. Noun functions

TEACHING SUGGESTIONS:

Ex: The chilly wind gave _____ a cold.
(indirect object)

The chilly wind gave Jack a _____.
(direct object)

4. Have students write a brief paragraph describing their best friend. Then, have them underline all nouns used as subjects, direct objects, indirect objects, and objects of prepositions.

ANSWERS:

1. *object of preposition*
2. *subject*
3. *indirect object*
4. *direct object*
5. *direct object*
6. *direct object*
7. *subject*
8. *subject*
9. *object of preposition*
10. *direct object*
11. *subject*
12. *direct object*
13. *object of preposition*
14. *subject*
15. *object of preposition*
16. *indirect object*
17. *direct object*
18. *object of preposition*
19. *direct object*
20. *object of preposition*

Answers will vary for the following; however, be sure the words are in the proper place.

1. *Pottery must be in subject position.*
2. *Medicine man must be in subject position.*
3. *Homework must be in direct object position.*
4. *Baseball must be in direct object position.*
5. *Jimmy must be in indirect object position.*
6. *Children must be in indirect object position.*
7. *Hogan must be in object of preposition position.*
8. *Sky must be in object of the preposition position.*

SUPPLEMENTAL MATERIALS:

PGW, pp. 104-107
LOL, Bk. 2, pp. 35-39

I.B.1. Pronoun functions

Pronouns are words that take the place of nouns. Thus, they may function in the same way that nouns function: as subject (He ate dinner); direct object (The trackers followed it into the mountains); indirect object (My mother gave me a dollar for the movie); or object of the preposition (The gift from her was graciously accepted.).

TEACHING SUGGESTIONS:

1. Students should be quite familiar with these kinds of pronouns, so a brief review of pronoun case should help clarify pronoun usage. Pronoun subject forms are I, you, she, he, it, we, and they. Pronoun object forms are me, you, her, him, it, us, and them. If the pronoun is used as a subject, the subject form must be used; if pronoun is used as direct object, indirect object, or object of the preposition, the object form must be used.

2. If student has difficulty, write the subject and object forms on the board. Then give student brief sentences with blanks in subject, direct object, indirect object, object of preposition positions. Have him supply orally several pronouns which would be appropriate for each sentence.

   Ex: One day _____ went squirrel hunting. Before _____ had gone twenty feet, _____ found a squirrel and shot at _____. _____ quickly scampered away, saying, "Give _____ a break!"

3. Put the following sentences on board and ask student to underline each pronoun. After this exercise is correct, form groups and have each pronoun function identified.

   a. I told you to speak to him about our fishing trip.
   b. They saw us when we passed by their house.
   c. He is my friend who moved to Chicago.
   d. My sweater was given to me by my Aunt Helen.
   e. Shall we eat with them at the picnic?

ANSWERS:

1. *subject*
2. *direct object*
3. *indirect object*
4. *direct object*
5. *subject*
6. *object of preposition*
7. *direct object*
8. *subject*
9. *direct object*
10. *direct object*
11. *subject*
12. *object of preopsition*
13. *direct object*
14. *object of preposition*
15. *direct object*
16. *object of preposition*
17. *direct object*
18. *object of preposition*
19. *subject*
20. *subject*

I.B.1. Pronoun functions

ANSWERS:

Answers will vary:
1. *You must come with me.*
2. *The ball hit me.*
3. *I gave him the papers.*
4. *We left the meat for them.*

SUPPLEMENTAL MATERIALS:

EGW, pp. 104-107
LOL, Bk. 2, pp. 56-58
PGLS, pp. 127-131

I.B.2. Correct pronoun case and pronoun-antecedent agreement

Pronoun-antecedent agreement simply means that the pronoun must agree in number and in gender with the noun or pronoun to which it refers. Pronoun case means that if the pronoun is used as a subject in the sentence, the subject case (I, you, she, he, it, we, and they) must be used. If the pronoun functions as an object, the object case (me, you, her, him, it, us, and them) must be used.

The same principle applies to pronoun-antecedent agreement as applies to subject-verb agreement. That is, the pronoun must agree with its antecedent--the noun or pronoun coming before it and to which it refers.

TEACHING SUGGESTIONS:

1. If student has difficulty with compound pronouns, have student treat the sentence as if a single pronoun is used. For example:

   Sue and (she, her) are going to enroll in school.

   (She, Her) is going to enroll in school.

   = Sue and <u>she</u> are going to enroll in school.

   Put this example on the board and explain it.

2. To illustrate subject/object case of pronouns, write several simple sentences on the board, illustrating the use of pronouns in both subject and object functions.

   Tom gave <u>me</u> the book

   <u>I</u> accepted the book from Tom.

3. Another area students have difficulty with is pronoun-antecedent agreement when a prepositional phrase comes between the antecedent (used as subject) and the pronoun which refers to the antecedent. Instruct them to find the subject and eliminate the prepositional phrase. Then, select the pronoun that agrees.

   Ex: Each of the girls cooked (her, their) piki bread.

   Each cooked her piki bread.

I.B.2. Correct pronoun case and pronoun-antecedent agreement

TEACHING SUGGESTIONS:

3. To further illustrate, write several prepositional phrases on the board:

   of the horses
   of the boys

   and have students supply subject and predicate (using pronouns) to complete the sentence.

4. For the GED test, make sure students understand that the pronouns will take the masculine form if the female is not specified.

   Ex: Everyone in the country is concerned for <u>his</u> welfare.

ANSWERS:

1. *me*
2. *she*
3. *his*
4. *his*
5. *me*
6. *it*
7. *their*
8. *its*
9. *whom*
10. *its*
11. *she*
12. *his*
13. *them*
14. *its*
15. *they*
16. *her*

SUPPLEMENTAL MATERIALS:

PGW, pp. 63-66 (indefinite pronouns)
LOL, Bk. 2, pp. 56-58
PGLS, pp. 127-131

I.B.3. Relative pronouns

Relative pronouns are WHO (WHOM, WHOSE), WHICH, and THAT. They introduce the relative clause (a group of words containing a subject and verb). The relative clause occurs in the middle of the main part of the sentence and is surrounded by it. Relative clauses supply additional information about the subject of the sentence.

TEACHING SUGGESTIONS:

1. The best method of teaching relative clauses is to have students identify the main clause of the sentence. The remaining clause is the relative clause. Show examples:

   The man who stole my concho belt was finally caught.

   What is the main clause?

   The man..... was finally caught.

   What clause comes in between and supplies additional information?

   who stole my concho belt

   This is the relative clause. The relative pronoun is underlined.

2. Have students memorize the following:

   THAT and WHICH are used for objects or animals
   WHO, WHOM, and WHOSE are used for people

   WHO is used if it is the subject of the clause
   WHOM is used if it is the object of the clause

   WHOSE shows possession

   Write sample sentences on the board with a blank for the pronoun in the relative clause.

   Ex: The horse _____ threw its rider hadn't been ridden for some time.

   First: Have students identify the subject and verb of the main clause.

   Then: Ask what word the relative clause (remaining clause) refers to.

   Finally: Ask students to supply the correct relative pronoun.

I.B.3. Relative pronouns

TEACHING SUGGESTIONS:

3. Emphasize to students that the GED Writing Skills test is one of proper grammar as found in textbooks. Our daily conversation is not always conducted with proper grammar, so close attention needs to be paid to the Writing Skills section.

4. If students have trouble deciding between who and whom because the sentence sounds strange, try substituting he or him in the sentence.

   (Who, whom) is that man? (He is that man).

   Who is that man?

ANSWERS:

1. *(who is standing by the truck)*
2. *(who is painting that pottery bowl)*
3. *(which I read over the holidays)*
4. *(that the Antone boys had put up)*
5. *(who were ill and inform)*
6. *(whom you met yesterday)*
7. *(that you went into)*
8. *(that is the most famous in Southwest tales)*

1. *who*
2. *whom*
3. *which/that*
4. *which/that*
5. *which/that*
6. *whose*
7. *which/that*
8. *who; who*

SUPPLEMENTAL MATERIALS:

PGW, p. 102

I.C.1. Perfect and progressive tenses

The progressive tenses are: present progressive and past progressive

present progressive = present tense of verb BE (am, is, are) + -ing form of another verb

past progressive = past tense of verb BE (was, were) + -ing of another verb

present perfect = has or have + past participle of another verb (-d, -ed, -en, -n, -t)

past perfect = had + past participle of another verb (-d, -ed, -en, -n, -t)

TEACHING SUGGESTIONS:

1. Brief oral drills should suffice. Give student a series of verbs, suggest subjects and have students compose sentences using present progressive verb tense:

   You: "count" use "man"
   S: The man is counting his money.

   You: "fall" use "leaves"
   S: The leaves are falling.

2. Use the same technique as above, except students are to compose sentences using past progressive tense.

   You: "count" use "man"
   S: The man was counting his money.

3. The main thing to watch for in present perfect tense in students is that they observe correct agreement:

   singular subject = has + past participle of verb

   The boy has gone.

   The rain has started.

   plural subject = have + past participle of verb

   The boys have gone.

   The rain has started.

I.C.1. Perfect and progressive tenses

TEACHING SUGGESTIONS:

4. Same as above, except student uses had + past participle of verb to form past perfect tense.

The boy had gone.

The rain had started.

If student has difficulty with past perfect tense, it might be that he/she has trouble distinguishing which tense to use in a sentence when two actions are present.

I had driven two hours before I reached the reservation.

The key is to get the student to determine which of the actions occurred first (driven). The past perfect tense is used to convey action that came before another action. First, he drove. Then, he reached.

ANSWERS:

1. *am attending*
2. *is working*
3. *are answering*
4. *are trying*
5. *was baking*
6. *were wondering*
7. *were weaving*
8. *were skinning*
9. *has finished*
10. *has recommended*
11. *have; wanted*
12. *have; voted*
13. *had followed*
14. *had warned*
15. *had been*
16. *had drunk*

Sentences will vary:

1. use is/are waiting
2. use was/were running
3. use has/have completed
4. use had seen

SUPPLEMENTAL MATERIALS:

PGW, pp. 56-60
IE, pp. 24-29
REW, Bk. 1, pp. 71-76, pp. 116-119
REW, Bk. 2, pp. 26-28, pp. 37-341

I.C.2. Active vs. passive voice

In sentences with active voice verbs the "doer" of the action (verb) is the subject. (Coyote ate the rabbit.) In sentences with passive voice verbs, the "receiver" of the action (rabbit) becomes the subject and the "doer" is the object of a preposition. (The rabbit was eaten by Coyote.) Whenever a form of the verb BE is used in a sentence (is, am, are, was, were) and the past participle form of a verb (-en, -n, -ed, -d, -t) is used, the passive voice occurs.

TEACHING SUGGESTIONS:

1. Try to show students how much less wordy and more direct sentences are which use active voice verbs. Write several sentences of each voice on the board as examples (Sentences must have subject and verb and object pattern).

2. The main problem students have with passive voice is putting the prepositional phrase in the correct place. The prepositional phrase is put next to the object.

   I drove my car to school this morning. (active)

   The car was driven by me this morning to school. (incorrect passive)

   The car was driven by me to school this morning. (correct passive)

   Be certain students understand this; it is frequently tested on the GED test.

3. Students should say sentences aloud before writing them. Words are often pronounced differently than they are spelled. Especially emphasize "say it aloud" when adding prepositional phrases.

ANSWERS:

1. *Horses were protected from injury by the Apaches.*
2. *Excellent baskets were made by the Chemehuevi Indians.*
3. *Ghosts of the Earth Surface dead are feared by the Navajo.*
4. *The Bear Dance is held by members of the Ute Tribe in April or May.*
5. *The father gave the boy the beautiful concho belt.*
6. *The ramada sheltered the Papago family from the summer heat.*
7. *Zuni silversmiths emphasize turquoise and coral.*
8. *Every member follows the rules of the tribe.*

I.C.2. Active vs. passive voice

ANSWERS:

Sentences will vary:
1. *I eat pinon nuts.*
2. *is seen/was seen*
   ex: The sunset was seen by everyone present.
3. *Leaves fall from the trees in October.*
4. *is won/was won*
   ex: The race was won by a Hopi.

SUPPLEMENTAL MATERIALS:

PGW, pp. 55-56
IE, pp. 24-29
BSG, Bk. 2, pp. 8-9
REW, Bk. 2, pp. 63-67

I.D.1. Kinds of adjectives

Possessive adjectives show possession or ownership: my, his, is, out, your, her, their

Demonstrative adjectives point out which ones: these, those, that, this

Descriptive adjectives describe or specify or further clarify nouns; they tell how many, what size, what kind, what color, what shape, etc.

Articles are the words A, AN, and THE. For the purpose of this exercise, they are included under descriptive adjectives since they tell how many.

TEACHING SUGGESTIONS:

1. An easy way to spot adjectives is to look at words immediately preceding nouns. This is the standard adjective position. It also helps students to pick out the nouns first.

2. Once students have learned to easily spot adjectives, they will need to ask themselves how the adjective functions in relation to the noun.

3. List nouns, and ask students to fill in blanks.

possessive	_____	books
descriptive	_____	birds
demonstrative	_____	Americans

or

_____	long	peninsula
_____	those	bridges
_____	their	answers

ANSWERS:

1. *hot; tired; all*
2. *excellent; those; weary; strenuous; dangerous*
3. *following; gourd; rasp; basket; wooden*
4. *rattle; cremation*
5. *that; unpredictable; another; silly*
6. *long; exhausted; dusty; their*
7. *her; yucca; porcupine; still*
8. *old; most; many*

I.D.1. Kinds of adjectives

ANSWERS:

1. *descriptive*
2. *descriptive*
3. *possessive*
4. *descriptive*
5. *descriptive*
6. *demonstrative*
7. *possessive*
8. *demonstrative*
9. *possessive*
10. *descriptive*
11. *descriptive*
12. *descriptive*
13. *descriptive*
14. *descriptive*
15. *possessive*
16. *descriptive*
17. *descriptive*
18. *descriptive*
19. *possessive*
20. *descriptive*

Answers will vary, but make sure the student uses both adjectives for each sentence.

1. *tricky; sneaky*
2. *lovely; wonderful*
3. *lonely; sad*
4. *anxious; nervous*

SUPPLEMENTAL MATERIALS:

PGW, p. 72

I.D.2. Comparison of adjectives

Most adjectives are compared by using the base word + -er when comparing two things; the base word + -est is used when comparing three or more things. Some adjectives, especially longer ones would be awkwardly and improperly used if -er or -est were added; therefore, we add more or most before the word instead of changing the suffix by adding -er, -est.

TEACHING SUGGESTIONS:

1. Since this is a review exercise, students should not encounter difficulty. The rule to follow is (1) use -er when comparing two things; (2) use -est when comparing more than two.

2. Never use -er + more; never use -est + most in the same sentence.

3. Explain using less or least in comparative and superlative forms. Use less when comparing two items; use least when comparing more than two items.

ANSWERS:

1. *most important*
2. *smaller*
3. *most dangerous*
4. *lighter*
5. *most famous*
6. *worst*
7. *most powerful*
8. *more interesting*

SUPPLEMENTAL MATERIALS:

PGW, p. 72
PGLS, pp. 179-188
REW, Bk. 1, pp. 82, 84
REW, BK. 2, p. 71
LE, Gold Bk., pp. 83-85
LOL, Bk. 2, pp. 82-84

I.E.1. Use of adverbs

An adverb modifies a verb, an adjective, or another adverb. Most often, the adverb modifies a verb. It may tell how, when, where, or to what extent the action of the verb is done.

Example: He drives carefully (Carefully tells how he drives.)
She drives early and late. (Early and late tell when she drives.)
He drives everywhere. (Everywhere tells where he drives.)
She can almost drive. (Almost tells to what extent she can drive.)
He drives daily. (Daily tells when he drives.)

Other adverbs used for emphasis may be called adverbs of extent.

Example: Charlene can really cook. (Really tells to what extent she can cook.)
John can actually drive. (Actually emphasizes the fact that John is, indeed, able to drive.)
Sue is indeed a fine weaver. (Indeed emphasizes the fact that Sue is a fine weaver.)

Some adverbs modify adjectives.

Example: Guy is really a good driver. (Really modifies the adjective good or to what extent Guy is good at driving.)

An adverb may modify another adverb.

Example: Joy behaved very well. (The adverb very modifies the adverb well, telling how well.)

Some nouns are also used as adverbs.

He left town yesterday.
She is leaving tomorrow.
We expect him Thursday.

TEACHING SUGGESTIONS:

1. Student should be familiar with adverbs at this point. Remind student to ask himself these questions when looking for adverbs: where? when? how? how much? to what extent? Also, remind student that emphatic and negative words that change the meaning of a sentence are also adverbs (not, never, certainly, possibly, etc.).

I.E.1. Use of adverbs

TEACHING SUGGESTIONS:

2. If student still has difficulty grasping the meaning of adverb, ask her/him questions requiring the use of an adverb in the answer:

   You: "When are you going back to the reservation?"
   S: "I'm going Saturday."

   You: "How do you usually drive?"
   S: "I usually drive pretty fast."

   You: "How well did you dance last Saturday?"
   S: "I did pretty well." (correct student if she says "good")

3. For further practice, have student do drill in which you write sentences and student substitutes several appropriate adverbs in the <u>correct</u> place.

   He <u>quickly</u> herded the sheep.
   " _____ " " " .
   " _____ " " " .

4. To reinforce the idea that the adverb may modify one of three parts of speech, refer to Exercise E.1., and ask the student to tell you the part of speech of the word the underlined adverb modifies in each of the 8 sentences.

ANSWERS:

1. how
to what extent
2. where
when
3. how
how
4. to what extent
when
5. how
when
6. when
how
7. where
when
8. when
to what extent

For the sentences, answers will vary. Be sure to look for correct placement of adverbs.
1. perfectly
2. usually
3. neatly
4. well

SUPPLEMENTAL MATERIALS:

PGW, pp. 68-70 (adverb phrases)
pp. 71-72
PGLS, pp. 165-173
LOL, Bk. 2, pp. 80-81
LE, Gold Bk., pp. 87-89

I.E.2. Comparison of adverbs

Adverbs may be compared in the comparative (two things) degree or in the superlative (more than two things) degree. The regular form for making comparisons is to use <u>more</u> with the comparative degree and <u>most</u> with the superlative degree.

swiftly --- more swiftly --- most swiftly

TEACHING SUGGESTIONS:

1. Student should be fairly familiar with the regular forms, but be sure to remind student of the irregular forms:

fast	faster	fastest
well	better	best
early	earlier	earliest

Student should memorize these irregular forms.

2. If student has difficulty selecting the correct form, ask student to tell you what things are being compared in the sentences in the exercise.

3. Have student compose sentence using each of the following adverbs correctly:

well	better	best
badly	worse	worst
slowly	more slowly	most slowly
far	farther	farthest

ANSWERS:

1. *more loudly*
2. *more clearly*
3. *more gracefully*
4. *more quickly*
5. *harder*
6. *faster*
7. *more brightly*
8. *better*

SUPPLEMENTAL MATERIALS:

PGW, pp. 68-70 (adverb phrases)
pp. 71-72
PGLS, pp. 179-190
REW, Bk. 1, p. 83
REW, Bk. 2, p. 71
LOL, Bk. 2, p. 82-84

I.F.1. Conjunctions and their use

Conjunctions join one part of a sentence to another. The most common conjunctions are and, or, but, nor, so, yet, and for. These may join words, phrases, or clauses.

Harry and Joy went to lunch.
Harry went to lunch, and Joy remained in the office.

Another kind of conjunction joins a dependent clause to the main part of the sentence. Examples of this type of conjunction are until, because, although, since, whether, if, and when.

Until it stopped raining, we stayed inside.
Although I would like to go, I cannot afford it.

TEACHING SUGGESTIONS:

1. Basic to the correct use of conjunctions is an understanding of the relationships their use expresses. The conjunctions and, or, for, but, so, yet, and nor are called coordinating conjunctions because they join ideas of equal or coordinate rank. They may join words, phrases, or clauses. To illustrate, try using sentence-combining examples.

   John is an excellent hunter.
   Kevin is an excellent hunter.
   John and Kevin are excellent hunters.

   Here, we are joining two equal ideas by the conjunction and. Give student several pairs of sentences, asking student to combine the sentences using conjunctions.

2. Student should note punctuation used with conjunctions joining clauses. A comma is placed before a conjunction joining two independent clauses. No comma is used when the conjunction joins only words.

3. Remind student that a subordinating conjunction such as while, after, because, although, since, when, if, until is used to introduce a dependent clause, that is, a clause which is dependent on the main clause. A subordinating conjunction is used when the two ideas are not of equal rank. The common kinds of relationships expressed are time (before, after), cause and reason (because, since), purpose or result (so that, that), condition (if, although, unless). Note that clauses (word groups) introduced by subordinating conjunctions cannot stand alone. They must be connected to a main clause:

   Because he had studied, he passed the examination.

I.F.1. Conjunctions and their use

TEACHING SUGGESTIONS:

3. The main idea here is "he passed the examination". Student should be aware that the dependent clause "because he had studied" cannot stand alone; it needs the main clause to make sense.

4. Give student several sentences with dependent clauses introduced by subordinating conjunctions. Have student identify and explain the relationship between clauses in each sentence.

   If you study hard, you will do well on the test.

   Since he was being punished, he could not attend the dance.

   Although it was raining, we went to the game.

5. Give student a number of dependent clauses. Student must add a main clause to each one to make sentences:

   If she had been home,
   Because he was sick,
   Until she got paid,

6. It is not necessary to tell students what the terms for the conjunctions are. If you think a student will profit from knowing the terms coordinating and subordinating, fine. Otherwise, simply explain the relationship.

ANSWERS:

1. *when*
2. *but*
3. *and; and/so*
4. *nor*
5. *Since*
6. *until*
7. *When*
8. *Since*
9. *until/so*
10. *so*
11. *so; and*
12. *until*

1.-4. Check to see that these sentences are complete and grammatically correct.

SUPPLEMENTAL MATERIALS:

PGW, pp. 113-115
PGLS, pp. 236-238
LE, Gold Bk., p. 93
LOL, Bk. 1, pp. 65-66
LOL, Bk. 2, pp. 85-87

UNIT I POST-TEST: PARTS OF SPEECH

1. a
2. d
3. c
4. b
5. Ex: The traders were talking by the trading post.
6. Ex: The traders were talking by the trading post.
7. b
8. a
9. c
10. d
11. Ex: She hadn't bought her wedding gown yet.
12. Ex: May I give you the results of the test?
13. her
14. its
15. their
16. who
17. that we went to last year
18. who were old or infirm
19. which
20. whose
21. who
22. is working
23. had received
24. Ex: I often eat Mexican food.
25. Ex: The fire was seen from far away.
26. S
27. P
28. S
29. S
30. S
31. P
32. P
33. S
34. D
35. S
36. most important
37. darker
38. most
39. more swiftly
40. more rapidly
41. and; but/although
42. until
43. If
44. Although

UNIT II

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II. SENTENCE STRUCTURE

A. Subject-verb agreement

Subject-verb agreement simply means that the subject (singular or plural) agrees with the verb (singular or plural). A singular subject requires a matching singular verb to agree. A plural subject requires a matching plural verb to agree.

TEACHING SUGGESTIONS:

1. One of the biggest problems for students in agreement is that of intervening phrases (phrases coming between the subject and the verb). Remind students that the verb agrees with its subject in number, not with any modifiers the subject may have.

   Ex: *One (of the girls) was unable to go.*

   (The preposition phrase has no effect on the subject-verb relationship.)

2. Students also have difficulty with clauses coming between the main subject and verb.

   Ex: *The men who own the property allow us to use it.*

   Point out to student that the intervening clause has no effect on subject-verb agreement. Men (a plural subject) requires a plural verb (allow).

3. If student still has trouble with intervening phrases or clauses, put your finger over the phrase or clause and have student read the rest. Student will see that what remains is a complete sentence. Then have student do the same thing himself with a couple of the items.

4. Suggest that the students quietly read each sentence in the exercise aloud to themselves. Hearing the sentence helps develop sentence sense.

5. Remind students that certain pronouns used as subjects always take singular verbs. They are: every, each, everyone, everybody, nobody, anyone. (A complete list is at the back.) You might advise your students to always think of these words as modifying "one".

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II.A. Subject-verb agreement

TEACHING SUGGESTIONS:

6. For further practice, put a group of phrases on the board as follows:

   One of the women... Each of the boys...
   All of the men... etc.

   and have student complete sentence correctly.

ANSWERS:

1. *demands*
2. *lives*
3. *wants*
4. *were*
5. *was*
6. *warns*
7. *wears*
8. *make*

1. *complete the sentence with a singular verb*
2. *complete the sentence with a singular verb*
3. *complete the sentence with a plural verb*
4. *complete the sentence with a singular verb*
5. *complete the sentence with a plural verb*
6. *complete the sentence with a plural verb*
7. *complete the sentence with a plural verb*
8. *complete the sentence with a singular verb*

SUPPLEMENTAL MATERIALS:

IE, p. 61
PGLS, pp. 43-49
LE, Gold Bk., p. 77
LOL, Bk. 2, pp. 74-76

II.B. Verb used as adjective

A verb form used as an adjective is called a participle. Present participles consist of the verb + -ing.

Ex: run + -ing = running

Past participles consist of the verb + -ed, -d, -t, -en, -n or sometimes a change in the whole verb.

Ex: move + -ed = moved; go gone

Both present and past participles modify nouns or pronouns.

TEACHING SUGGESTIONS:

1. The only problem in teaching the participle is to get the students to see that it functions as an adjective--that it modifies a noun or a pronoun. To help students see this, you might write several examples like the following:

a. the laughing girls	a. the whistling wind
b. the girls, laughing	b. the wind, whistling
c. laughing, the girls	c. whistling, the wind

   Examples such as these serve to show students that the participle either precedes or follows the noun or pronoun it modifies.

2. For writing practice, provide student with several participial phrases and have student complete the sentence.

   Ex: *Running over the hill,*

   This will help student see the function of participles.

ANSWERS:

Answers will vary, but the sentences must contain the correct form of the verb indicated below.

1. trembling	*3. walking*
2. coming	*4. calling*

Again, answers will vary, but the sentences must contain the correct form of the verb indicated below.

1. Strung	*3. Constructed*
2. Lost	*4. Sung*

SUPPLEMENTAL MATERIALS:

PGW, p. 72
SPS, BK. 2, p. 87
SIL II, p. 87
LDL III, pp. 75-78

II.C. Avoidance of double negative

A double negative occurs when two negative expressions are used to express a negative idea. Double negatives are incorrect. Just like in math, two negatives equal a positive.

Ex: can't do nothing = can do everything

TEACHING SUGGESTIONS:

1. Review negative expressions with student: no, not, n't, neither, nor, no one, nobody, nothing, hardly, scarcely, barely, only, etc. Be sure student recognizes a negative when he sees it. This will enable student to avoid adding a second negative (double negative) to a sentence already containing one negative.

2. Prepare a list of sentences with double negatives. Have students work in pairs, one reads sentence containing double negative to other student who corrects it.

ANSWERS:

1. *The hunters could hardly wait to ask the medicine man for assistance.*
2. *You have never ground corn on a metate, have you?*
3. *The Anasazi men could never (or: could not ever) marry girls from their own clan.*
4. *I have been to neither Isleta nor San Ildefonso. (or: I have not been to either Isleta or San Ildefonso.)*
5. *Women are not allowed inside any of the Hopi prayer chambers. (Or: Women are allowed inside none of the Hopi prayer chambers.)*
6. *When we went to Walpi, we couldn't take pictures anywhere within the village. (or: When we went to Walpi, we could take pictures nowhere within the village.)*
7. *The Apache novice was allowed to eat none of the food until the rest of the hunters had eaten. (or: The Apache novice wasn't allowed to eat any of the food until the rest of the hunters had eaten.)*
8. *There was scarcely enough food left for the rest of the winter.*

SUPPLEMENTAL MATERIALS:

IE, pp. 109-112, 118
LOL, BK. 1, pp. 84-85
BSG, Bk. 2, p. 60
SIL II, p. 108

II.D. Parallel structure

Parallel structure means that sentence parts of equal rank are expressed in the same grammatical form. Parallel structure applies to words, phrases, or clauses. To express parallel ideas in the same grammatical form, pair one part of speech with the same part of speech (a noun with a noun, a phrase with a phrase).

TEACHING SUGGESTIONS:

1. The first step in making sentence elements have parallel structure is recognizing the elements to be made parallel. Provide several simple parallel constructions joined by and as examples. Then give student simple sentences with two elements which need to be put into parallel form.

   Ex: I like to hike and swimming. (original sentence)
   I like to hike and to swim. (corrected sentence)

2. To provide practice, have students work in pairs. One student can give the other student pairs of sentence elements which are not (but need to be) parallel. The other student changes the sentence elements to make them parallel.

ANSWERS:

1. *The boys spent the day hunting pinon and looking for mescal.*
2. *Cocopahs like painting their faces and decorating themselves with mud.*
3. *If you see a coyote cross your path, you will have bad luck.*
4. *I was so happy when I saw you were safe.*
5. *Engraved jewelry and incised jewelry may take months to complete. (or, Engraved and incised jewelry may take months to complete.)*
6. *Harry and his friends were dancing and singing in the plaza.*
7. *The Apache clan prayed all day and feasted all night.*
8. *Long, straight hair and braided hair were worn for different occasions.*

SUPPLEMENTAL MATERIALS:

PGW, pp. 110-112

UNIT II POST-TEST: SENTENCE STRUCTURE

1. were
2. were
3. was
4. wants
5. Using
6. Holding
7. Spoken
8. Left
9. He could barely walk after his fall from the horse.
10. The animals had left none of the food for the birds. OR: The animals hadn't left any of the food for the birds.
11. You haven't ever tried to make blue piki bread, have you? OR: You have never tried to make blue piki bread, have you?
12. I haven't got any way to get to Walpi for the dance. OR: I have got no way to get to Walpi for the dance.
13. We spent the weekend camping by the river and hiking the canyon.
14. I enjoy going to pow-wows and seeing old friends.
15. Vegetable dyes and hand looms are still used in Navajo rug-making.
16. Our team enjoyed winning the volleyball tournament but not practicing daily for two weeks in preparation.

UNIT III

III. PARAGRAPH DEVELOPMENT

A. Review characteristics of paragraph

Unity means a paragraph develops one main idea.
Clarity means that the paragraph clearly expresses the author's purpose.
Topic sentence is the sentence that contains the main idea that the paragraph is to develop.
Supporting sentences are sentences within the paragraph that contain specific information to support the topic sentence.

TEACHING SUGGESTIONS:

1. Students should memorize these terms.

2. Provide sample paragraphs which students can analyze to see if they contain the four characteristics of good paragraph writing.

ANSWERS:

1. *unity*
2. *topic sentence*
3. *clarity*
4. *supporting sentences*

SUPPLEMENTAL MATERIALS:

EE, pp. 40-41, 43, 45

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III.B.1. Sequencing in narration

Narration or narrative writing tells a story. The story's plot unravels through a sequence of events. Usually, this sequence occurs chronologically--from first to last. Sequencing is also used to explain a process--how something is done, step-by-step.

TEACHING SUGGESTIONS:

1. Select an 8-10 sentence paragraph from a text or book and retype it, typing each sentence separately. Cut into strips, each of which contains one sentence. Place in envelope (mixed up). Students are to arrange the sentences in correct sequential order.

2. Write this paragraph on the board and ask questions:

[1]In New York, a person may drink liquor legally when he is 18. [2]In New Jersey, a person has to be 19 before he may drink liquor. [3]The age at which a person may drink liquor legally varies from state to state. [4]In Pennsylvania, a person may not drink liquor until he is 21.

Sentence 3 should be:

a) left where it is
b) placed before sentence 1
c) placed after sentence 1
d) placed after sentence 4

ANSWERS:

1. *Living pine trees are cut to provide poles.*
2. *Eight additional poles were spaced around the original poles.*
3. *Buffalo skin or canvas covered the top half and oak boughs covered the bottom half.*
4. *Firepit was dug and the ground around it covered.*
5. *Start a fire which burns for four nights.*
6. *six*
7. *First, Second, Next, Then, In addition, Finally*
8. *Yes*

Answers will vary:
1. *Student should place one of the above sentences as the topic sentence of the paragraph.*
2. *Paragraph should contain five or more steps, listed in a logical, coherent manner.*
3. *Student should use key words to signal the steps (first, next, etc.).*

III.B.1. Sequencing in narration

SUPPLEMENTAL MATERIALS:

SVR-2500, pp. 40-61
BL-SSS "H", Units 1-25 (might try level "I")
PGW, pp. 129-133, 136, 139

III.B.2. Dialogue in narration

Often, narratives contain dialogue to enhance the plot. Dialogue refers to the exact words a character speaks. These words are enclosed in quotation marks. Commas, periods, questions marks, and exclamation points go inside the quotation marks. Also, a new paragraph is begun each time a new character speaks.

TEACHING SUGGESTIONS:

1. Provide copies of newspaper articles. Have students work in groups of two or three to rewrite article, changing narration into dialogue. Students should include at least five pieces of dialogue. Remind them to punctuate quotations correctly and begin a new paragraph each time the speaker changes.

2. Here are some hints for punctuating dialogue in narration.

   a. Enclose the exact words of a speaker in quotation marks. Do not use quotation marks for indirect quotations.

      John said, "I'm going to spend the weekend in Nazlini."
      John said he was going to spend the weekend in Nazlini.

      Remember, the verbs must be changed when changing from direct to indirect quotations. Present tense changes to past, and future tense to conditional. Explain this to student. Do drills on this.

   b. Always place the comma and period before (or, inside) the quotation marks.

   c. Place question marks and exclamation marks before (inside) the closing quotation marks in quoted material.

   d. Capitalize the first word of a quotation.

   e. Use a new paragraph for each new speaker.

ANSWERS:

1. *both*
2. *three*
3. *He asked Bluebird to tell him about the lake Bluebird bathes in.*
4. *His coat turns blue.*

III.B.2. Dialogue in narration

ANSWERS:

5. *He fell into the sand, and it turned his coat the color of sand.*
6. *Coyote said, "I do not like the color of my coat."*
7. *"Coyote," warned Bluebird, "you will lose your new coat if you look at it."*
8. *Inside*

Answers will vary:
1. *Dialogue should be punctuated correctly.*
2. *Two characters or more must speak.*
3. *Begin a new paragraph each time speaker changes.*
4. *Story should follow logical sequence.*

SUPPLEMENTAL MATERIALS:

SVR-2500, pp. 40-61
BL-SSS "H", Units 1-25 (might try "I")
PGW, pp. 129-133, 136, 139

III.C. Use of examples

An example is one kind of fact. It may name names--persons, places, events. Examples are used to explain and make clear the idea contained in the topic sentence.

TEACHING SUGGESTIONS:

1. Give the students some topic sentences and have them tell you as many examples as they can why the topic sentence is true or valid.

ANSWERS:

1. *The Mescalero woman's life was far from easy.*
2. *gathered wild plant harvests*
   preserved the vegetables
   stored the surplus meat
3. *Any three of the following are acceptable:*
   a) *prepared animal hides*
   b) *built wickiups and ramadas, set-up and took down the tipi*
   c) *gathered firewood, carried water, fixed meals*
   d) *wove the baskets and water containers*
   e) *brewed tulapai*
   f) *took care of children*
4. *For example; also; In addition; Furthermore; Lastly*
5. *The last example of taking care of the children is probably the most important, since she is teaching the next generation how to live. (Answers will vary)*
6. *Yes. These are only a few of the difficulties the Mescalero woman faced.*
7. *Yes*
8. *Answers will vary, but should reflect the topic sentence idea. Make sure student capitalizes.*
   Ex: Difficulties of the Apache Woman's Life

For the paragraph of examples, note the following:
1. *One of the three sentences given should begin the paragraph.*
2. *Four or more examples should be used.*
3. *Examples should be introduced by key words such as for instance, for example, in addition, furthermore, etc.*
4. *Clincher sentence should restate the main idea.*

SUPPLEMENTAL MATERIALS:

BBSW, pp. 83-88
PGW, p. 135

III.D. Order of importance

Order of importance refers to the arrangement of details in a paragraph. Details may be arranged from most to least important or from least important to most important.

TEACHING SUGGESTIONS:

1. List five topics on the board, and ask students to select one and write five sentences explaining the topic. Have student check sentences for order of importance (least to most). Remind them that most speakers build to a grand finale, so the audience will remember.

ANSWERS:

1. *least to most important*
2. *But the most important reason to avoid smoking is that it has been determined that cigarette smoking is dangerous to your health.*
3. *Smoking is one habit you should avoid.*
4. *five*

SUPPLEMENTAL MATERIALS:

BBSW, pp. 83-88
PGW, p. 135

III.E. Paragraph of contrast

A paragraph of contrast is one in which two things are contrasted by showing how specific details of each item differ. For instance, you could contrast the shape, taste, color and texture of prunes and bananas. Details are arranged in an XY, XY, XY or XXX, YYY manner.

TEACHING SUGGESTIONS:

1. You might want to give students some easily contrasted pairs and ask them to tell you how they are different.

   Ex: oranges and carrots

   (hints: size, shape, color, taste, texture, the way they grow, how they are prepared (cooked carrots).)

2. A step-by-step approach to helping students write a contrast paragraph might be the following:

   a. Write your topic sentence, stressing the relative importance of differences between the two things you'll be writing about.

   b. Think of a characteristic of one aspect of your topic. Write it in one column.

   c. Think of a corresponding characteristic (contrast) about the other aspect. Write it in the other column.

   d. Continue doing this, one characteristic at at time. Be sure to write something in each column.

   e. Rank these characteristics by their importance, or by how obvious they are.

   f. Finally, put these two groups of characteristics in one order: either XY, XY, XY OR XXX, YYY. Then, put them in the other order.

ANSWERS:

1. *Apache dwellings differ from Hopi dwellings.*
2. *Any three of the following are acceptable:*
   a) *circular, dome-shaped wickiups*
   b) *framework of poles tied together over which is bear grass or brush with stretched canvas on windward side*
   c) *wickiups contain one large living area*
   d) *enter and exit through blanket or skin-covered doorway opening*

III.E. Paragraph of contrast

ANSWERS:

3. *Any three of the following are acceptable:*
   a) *large rectangular, apartment-like buildings called pueblos*
   b) *constructed of masonry with mortar in between*
   c) *kiva chambers which were entered and exited by a ladder protruding from the top*
   d) *newer pueblos have a regular, door-like opening on one side*
   e) *pueblos contain different rooms for different purposes*
4. *Yes. The two types of dwellings are, indeed, different.*

1. *Apache dwellings differ from Hopi dwellings.*
2. *XXX, YYY*
3. *In contrast; however*
4. *Yes*

SUPPLEMENTAL MATERIALS:

BBSR II, pp. 94-98
PGW, p. 135

UNIT III POST-TEST: PARAGRAPH DEVELOPMENT

1. topic sentence
2. clarity
3. unity
4. Supporting sentences
5. Ago Po
6. Ago Po asks her to pay him for his time.
7. an old stone hunting fetish
8. A mountain lion put all the stars in a buckskin bag, but he dropped the bag on the way and the stars fell out.
9. Then the woman picked up a large old piece of flint and a small steel. Ago Po claimed that it was the lightning stone. He began another tale, saying that when he saw clouds coming up...
10. Answers will vary:
    The woman is curious but naive; she is polite and friendly but doesn't understand Indians. She's gullible. Ago Po is shrewd and enjoys telling tales; he's making fun of her and getting "richer" in the process.
11. c
12. a
13. Any two:
    a. Pueblo lives in apartments; Navajo lives in hogans
    b. Pueblo grows food; Navajo is a herdsman, raises livestock
    c. Navajos are involved in big business with their leases
    d. weather control is basic with Pueblos; Navajos are most concerned with curing ceremonies
14. Differences between the Navajo and Pueblos are deeper than clothing, physical features, or spoken tongue. (Topic) Indeed, the differences stem from the unique pasts of both groups. (Concluding)
15. b
16. Any three of these:
    a) family was social unit
    b) no clan existed
    c) inheritance is in the male line, but wives enjoyed some privileges
    d) no marriage or divorce laws were observed
    e) women did not own property but owned pottery, baskets, and personal effects

IV. PUNCTUATION

A.1. Use of comma with appositive

An appositive is a phrase placed between the subject and verb in a sentence which explains more about the subject. It is not essential to the structure of the sentence in that, if you eliminate it, you still have a complete sentence.

Example: Polacca, a village on First Mesa, has more inhabitants than the other villages.

If you take out the appositive, you have Polacca has more inhabitants than the other villages. This is still a complete sentence. Commas are placed before and after the appositive.

TEACHING SUGGESTIONS:

1. Write 3 or 4 sentences for the student which include appositives. Have student put finger over the appositive which you've already underlined and read the remainder of sentence out loud. Student will see it's still a complete sentence. Ask student to identify the subjects of these sentences.

2. To instill this concept, after student does exercise, have her write 4 sentences about people the student knows, using an appositive in each. Tell student to begin sentence with the person's name; this will serve as the subject of the sentence. Student should be able to do this after seeing the pattern in the exercise. Make sure student punctuates correctly.

ANSWERS:

1. , who were flatland desert farmers,
2. , "the place of the gap,"
3. , a peaceful people,
4. , called "ground tunas,"
5. , a wily and silly animal,
6. , in which people feast for two days,
7. , a medicine man of San Juan Pueblo,
8. , first capital of New Mexico,

SUPPLEMENTAL MATERIALS:

PGW, p. 35
IE, pp. 129-133
LDL II, pp. 72-77
LDL 4, pp. 34-38, 39-41
BBSW II, pp. 54-55
SIL II, pp. 137-138, p. 61

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IV.B.1. Use of semicolon with sentence connectors and in a compound sentence without conjunction

a. *A semicolon is used to join the two parts of a compound sentence which have been joined by a sentence connector. A sentence connector is a word or phrase such as however, nevertheless, in fact, thus, etc. These words introduce the second half of the compound sentence.*

He wanted to go home; <u>yet</u>, he was too tired to make the long walk.

Many tribes still practice basket-weaving; <u>in fact</u>, the Papagos are some of the finest weavers anywhere.

b. *A semicolon is used to connect the two parts of a compound sentence which has no conjunction. Usually, the sentences are closely related or one affects the other. The semicolon prevents a run-on sentence.*

Please hand me that stick; I need to stir the fire.

Place the semicolon between the two parts of the sentence.

TEACHING SUGGESTIONS:

1. Student has been introduced to both these subjects and should not have too much trouble with this lesson. Make sure student puts only a semicolon in sentences which illustrate the second example, and use both commas and semicolons in those illustrating the first rule.

2. Have student write 2 <u>related</u> simple sentences. Then, have student combine them with a semicolon. Make sure they are related (a description of a friend, perhaps).

3. Show student the list of sentence connectors at the back of book. Have student pick out 3 or 4. Student will then write two simple sentences and join them with however, thus, on the contrary, etc. This is a little more difficult because the second part must relate to the first part as an illustration or contradiction. But it's a good way to instill this concept in the student's mind. You can guide student by asking, "What did you want to do last night?" (Answer.) "Why couldn't you" or: "Is your father a good man?" (Answer., "What's an example of his goodness?" Student can then much more easily get the idea and combine the sentences.

IV.B.1. Use of semicolon with sentence connectors and in a compound sentence without conjunction

ANSWERS:

1. *apartments; therefore,*
2. *smooth; however,*
3. *Cibola; he*
4. *king; consequently,*
5. *society; each*
6. *banks; the*
7. *Utes; however,*
8. *designs; Navajo*
9. *crops; in fact,*
10. *pow-wow; nevertheless,*
11. *birth; they*
12. *hunting; for example,*

SUPPLEMENTAL MATERIALS:

PGW, p. 37
PGLS, pp. 220
LOL, Bk. 2, pp. 42-43
SPS, Bk. 2, pp. 138-139
SIL II, pp. 138-139
LDL II, pp. 29-32

IV.C.1. Use of colon to introduce a list of items

A colon is usually used to introduce a list of items. It means "as follows" and explains or illustrates information you were first given.

I have four sisters: June, Mary, Louise, and Anna.

The colon means you'll list who these sisters are. Notice the four items in the list correspond to the word <u>four</u> in the first part of the sentence.

TEACHING SUGGESTIONS:

1. Student should not have much difficulty with this lesson as she is only required to insert the colon. If student cannot tell where the first part of the sentence ends, a hint is that a noun will always precede the colons. Tell student to look for things such as "the following," "these parts," or "these kinds." Sometimes these phrases are used to introduce the list of items. Also, ask student what the items are that are being illustrated in each sentence. If you read sentence #1 and #2 out loud and ask student to list the items, student should have no trouble after that.

2. Have student write sentences using this concept. Have student look around room or think about his house and write sentences about the supplies, furnishings, books, etc. in the rooms. Or, have student think of a relative or friend and list some of the traits of that person. Or suggest any other topic which can use a colon.

   Example: I know three languages: Tewa, Spanish, and English.

   Remind student of two important things: that no capital follows the colon (unless the word is a proper noun); that commas must be used to separate the items in a list. Have student write four sentences.

ANSWERS:

1. *animals:*
2. *behaviors:*
3. *skins:*
4. *traits:*
5. *kivas:*
6. *pottery:*
7. *pieces:*
8. *month:*

(Note: the final comma is optional)

9. *parts: table of contents, preface, glossary,*
10. *this: the hair is washed, prayer feathers are attached to the body,*
11. *Christmas: a bicycle, a new pair of boots,*
12. *Arizona: Cocopah, Quechan, Pima, Papago, Navajo,*

IV.C.1. Use of colon to introduce a list of items

SUPPLEMENTAL MATERIALS:

PGW, p. 37
BSG, Bk. 2, p. 93
SPS, Bk. 2, p. 139
SIL II, p. 139
LDL 4, pp. 56-57

IV.D.1. Use of quotation marks in titles

Quotation marks are placed around the titles of poems, short stories, chapters, essays, and articles. Other punctuation, such as commas, periods, and question marks, go inside the last quotation. (The exceptions to this rule are rare so are not dealt with in this book.)

My short story was called, "A Look Back in Time."

TEACHING SUGGESTIONS:

1. This should be pretty easy for student by now. We've clued student in to the title by such words as "chapter," "essay," "short story" in the lesson. Make sure student puts quotes in the right place, i.e., outside the other punctuation.

2. Get student to use this in writing. Ask the student experiential questions which require use of quotation marks in answer:

   a) What is the name of a short story you've read lately?
   b) What is the name of one chapter in your textbook?
   c) What's your favorite song?
   etc.

   Have student write down answers in full sentences. Check for use of correct punctuation and capitals in the titles.

ANSWERS:

1. *"Prayer to the Pacific."*
2. *"Good Personal Health Habits."*
3. *"Whiteriver Expedition?"*
4. *"Phoenix Indians Organize for Health"*
5. *"Talk Not Foolishly."*
6. *"Reunion,"*
7. *"Oil and Gas Activities Monitored,"*
8. *"A Long, Cold Winter,"*

SUPPLEMENTAL MATERIALS:

PGW, pp. 37-39
LOL, Bk. 2, pp. 44-46
LDL, p. 72
BSG, Bk. 2, p. 100

IV.E.1. Use of apostrophe to show single and joint ownership

One use of the apostrophe is to show possession. If one person owns something, the possessive is usually formed by adding 's:

my father's house

If the noun used to show possession is plural, add an apostrophe to the pluralized noun:

the girls' gym (belonging to all the girls)

If two people, both of whom are named, own something jointly, only the last noun is possessive:

Al and Jake's house (they both live there)

If the two people own separate things, they are each made possessive:

Al's and Jake's house (they each own a house)

TEACHING SUGGESTIONS:

1. Once student has memorized the rules, there shouldn't be much problem (student has already been working with apostrophes). Give student a few examples before doing the exercise. Your examples should include at least one of each situation:

Dettys recipe	*Bill and Jacks truck*
Karlas horse	*Marvins and Phils exams*
all the voters choices	*the Antones summer ramada*

Have the student make the above examples possessive.

2. In the exercise, we have already made the nouns plural or added the s, so all the student has to do is add the apostrophe. Thus, student should do some writing at this level, in order to really assimilate what has been learned. Have student write half a dozen sentences in which student talks about things he/she owns, a family member owns, a friend owns. If necessary, you could supply just the names and have student write the sentence. This would ensure touching each of the above rules.

3. Ask student to write a list of possessives and not put apostrophes. Put sentences on the board and have students respond orally.

IV.E.1. Use of apostrophe to show single and joint ownership

ANSWERS:

1. *friends'*
2. *Apaches'*
3. *Brenda's*
4. *artist's*
5. *teacher's*
6. *Benny's; Harry's*
7. *potter's*
8. *Rabbit's*
9. *Anna's; Ben's*
10. *Towumpayas'*
11. *Tom's*
12. *Janet's; Gilbert's*

SUPPLEMENTAL MATERIALS:

PGLS, pp. 139-141

IV.F.1. Use of hyphen in two-word adjective and with prefixes and suffixes

When a two-word adjective is placed before a noun, the adjective is hyphenated between the two words:

old-fashioned family

But, do not hyphenate the adjective if it comes after the noun.

Sometimes a prefix or suffix must be hyphenated to the base word. This is usually true if the base word can stand alone. For example, ex-chairman is hyphenated because chairman can stand alone, whereas exalt is not hyphenated because alt cannot stand alone.

TEACHING SUGGESTIONS:

1. Student should have little difficulty assuming he/she can locate the nouns. Ask student to underline all the nouns in the first example. Then, have student find which noun has a two-word adjective preceding it. If student doesn't immediately recognize the two-word adjective in the lesson, follow this step first before hyphenating the located adjective.

2. Now ask student to write 4 or 5 phrases with two-word adjectives before a noun. Student should write a phrase of three words, that is. Just let student write anything that comes to his mind. After this, have student put these phrases into sentences. To write sentences this way, by generating the phrase first, will be a lot easier for student.

3. All prefixes and suffixes that are hyphenated in this lesson have already been separated from the base word, so student has only to insert the hyphen. If student has trouble, orally explain that prefixes and suffixes such as ex-, anti-, self-, all-, and -elect are usually hyphenated. But only mention this if student cannot do exercise on his own.

ANSWERS:

1. *second-story*
2. *anti-inflationary; mid-Atlantic*
3. *self-imposed; all-subject*
4. *all-around*
5. *mid-morning*
6. *hand-woven; twenty-five*
7. *raven-black*
8. *ex-senator; senator-elect*

SUPPLEMENTAL MATERIALS:

V. CAPITALIZATION

A. Use of capitals in proper nouns and poetry

All proper nouns should be capitalized. This includes names of specific places (Albuquerque, New Mexico); geographical regions (the Southwest); languages (Papago language); races (American Indian); nationalities (Japanese); religions (Protestant); organizations (Affiliation of Arizona Indian Centers); book titles (The Pima Indians, by Frank Russell); personal titles (Senator Edward Kennedy); all abbreviations of proper nouns (AAIC; Dr.); the first word in each line of poetry.

TEACHING SUGGESTIONS:

1. Before student begins exercise, give him an example of each rule. Then have student write down one example for each type of noun requiring capitals.

2. One problem could be student's failure to capitalize all words in a proper noun, even if student recognizes proper nouns. For instance,

   Affiliation of Arizona Indian Centers

   All words except of must be capitalized. Student may capitalize only the first word of the title. See if student makes this error, then inform student that only small preposition, articles, and conjunctions need not be capitalized. Any word over three letters long should be capitalized.

3. Another problem may be that student capitalizes too many words. Student may write a sentence like this:

   Santo Domingo Pueblo is the most Conservative Pueblo in the Area.

   One hint to help correct this is to let student know that an article coming before the noun usually tells you that the noun will be referred to in a general way, and does not need to be capitalized. Hence, conservative is just an adjective and doesn't need capitalizing; pueblo is any pueblo; area is also referred to in a general way.

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V.A. Use of capitals in proper nouns and poetry

TEACHING SUGGESTIONS:

4. Have student make up a list of common nouns that come to his mind, such as lake, river, office, state, city, reservation, team, etc. Then have student write down a proper noun for each of these cases, such as Lake Havasu, Colorado River, etc.

5. Have two students do this exercise, one thinking up proper nouns and saying them orally, the other writing them down and capitalizing them.

6. For poetry, have student who is sharp write his or her own poem of 4-8 lines and capitalize it properly.

ANSWERS:

1. *Changing Woman; Navajo*
2. *Snake Youth; Colorado River; Spider Woman*
3. *The Milky Way*
4. *The Papago Indian Reservation; Arizona; America*
5. *In; Earth Doctor*
6. *Pimas*
7. *Wendy Ortiz; Fort Apache; Whiteriver Apache Reservation*
8. *On; El Morro National Monument; Chaco Canyon National Monument*
9. *The Sierra Club; Save the Whale Foundation; America's*
10. *Programs; Indian Education Act; D.O.E.; Acting Director Hakim Khan.*
11. *"Medicine Song"*
    How shall I...
    In the blue...
    In the great...
    Toward...
    In the...
12. *The Navajo; English; Navajo*
13. *Bluebird; Coyote*
14. *During; Hopi; Bear Clan; Arizona*
15. *One; "Why Coyote's Coat is the Color of Sand."*
16. *Pimas; Pima Indian Legends*

Answers will vary:

1. *capitalize town name*
2. *capitalize all important words in title*
3. *capitalize dog's name*
4. *capitalize name of tribe*
5. *capitalize all important words*
6. *capitalize teacher's name*
7. *capitalize clan name*
8. *capitalize place name*

SUPPLEMENTAL MATERIALS:

UNITS IV & V POST-TEST: PUNCTUATION/CAPITALIZATION

1. Trading,
   history,
2. Canyon,
   Willows,
3. caves;
4. it; in fact,
5. following:
6. color:
7. "Going to Zuni."
8. "Sweet Indian Maiden,"
9. Rabitts' and foxes'
10. Jason's
11. raven-black
12. mid-morning
13. "Let's not go to the Grand Canyon today; let's go tomorrow," Jim said. (sentence should be punctuated exactly as shown)
14. I read a poem entitled "The Hunter," but it was so difficult that I didn't understand its meaning. (sentence should be punctuated exactly as shown)
15. The Navajo Reservation; Arizona:
16. Last; Walnut Canyon and Wupatki National Monuments
17. Funding; Indian Education Act; D.O.E.
18. One; "Hopi Quarrels"; Applegate's; Indian Stories from the Pueblos
19. Once I Walked
    Once I walked with sadness,
    I walked to the river.
    My sadness was lost.

    --Floretta Rhodes
20. Spider Woman; Navajos; Fourth World